

HOWE HALL AIMS

115 Howe Hall Road
Goose Creek, SC 29445

GRADES K-4 Elementary School

ENROLLMENT 331 Students

PRINCIPAL Bonnie Dill 843-820-3899

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	29	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	Yes
2004	Excellent	Below Average	Yes

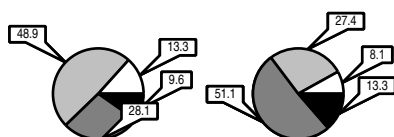
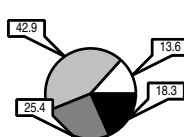
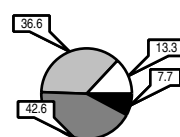
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

36.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	136	100.0	8.1	27.4	51.1	13.3	77.0	Yes	Yes
Gender									
Male	54	100.0	9.4	35.8	50.9	3.8	69.8		
Female	82	100.0	7.3	22.0	51.2	19.5	81.7		
Racial/Ethnic Group									
White	95	100.0	4.3	25.5	56.4	13.8	81.9	Yes	Yes
African-American	35	100.0	20.0	34.3	37.1	8.6	62.9	I/S	I/S
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	125	100.0	6.5	25.0	54.0	14.5	82.3		
Disabled	11	100.0	27.3	54.5	18.2	0.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	100.0	8.1	27.4	51.1	13.3	77.0		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	134	100.0	7.5	27.8	51.1	13.5	77.4		
Socio-Economic Status									
Subsidized meals	55	100.0	5.5	36.4	45.5	12.7	74.5	Yes	Yes
Full-pay meals	81	100.0	10.0	21.3	55.0	13.8	78.8		

Mathematics - State Performance Objective = 15.5%									
All Students	136	100.0	13.3	48.9	28.1	9.6	54.8	Yes	Yes
Gender									
Male	54	100.0	18.9	56.6	13.2	11.3	45.3		
Female	82	100.0	9.8	43.9	37.8	8.5	61.0		
Racial/Ethnic Group									
White	95	100.0	7.4	50.0	34.0	8.5	64.9	Yes	Yes
African-American	35	100.0	31.4	51.4	14.3	2.9	20.0	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	125	100.0	10.5	49.2	29.8	10.5	58.9		
Disabled	11	100.0	45.5	45.5	9.1	0.0	9.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	100.0	13.3	48.9	28.1	9.6	54.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	134	100.0	12.8	48.9	28.6	9.8	55.6		
Socio-Economic Status									
Subsidized meals	55	100.0	12.7	52.7	29.1	5.5	49.1	Yes	Yes
Full-pay meals	81	100.0	13.8	46.3	27.5	12.5	58.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	100.0	2.3	26.7	53.5	17.4	70.9
	Grade 4	50	100.0	18.4	28.6	46.9	6.1	53.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	100.0	9.3	55.8	31.4	3.5	34.9
	Grade 4	50	100.0	20.4	36.7	22.4	20.4	42.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 331)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.1%	N/A	1.9%	2.7%
Attendance rate	97.2%	N/A	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		3.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.1%	3.5%
Eligible for gifted and talented	27.7%	N/A	23.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.9%	N/A	7.4%	8.2%
Older than usual for grade	0.0%	N/A	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	N/R	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	40.0%	N/A	55.2%	51.4%
Continuing contract teachers	75.0%	N/A	88.1%	87.5%
Highly qualified teachers**	95.0%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	6.3%		0.0%	0.0%
Teachers returning from previous year	68.4%	N/A	88.6%	86.7%
Teacher attendance rate	93.4%	N/R	95.2%	94.9%
Average teacher salary	\$36,155	I/S	\$42,245	\$40,760
Prof. development days/teacher	13.1 days	N/R	10.5 days	12.4 days

School				
Principal's years at school	2.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	N/R	19.7 to 1	18.9 to 1
Prime instructional time	88.3%	N/R	90.8%	90.0%
Dollars spent per pupil*	\$2,279	N/A	\$5,687	\$6,044
Percent of expenditures for teacher salaries*	54.8%	N/A	68.0%	65.9%
Opportunities in the arts	Excellent	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Howe Hall AIMS is an exciting learning community due to our dedicated teachers, caring parents and our hardworking students! We started off last year with our teachers participating in many opportunities for staff development. All of the teachers participated in Palm Pilot training and Intel training for technology. Various teachers attended different workshops in all of the content areas.

Students had opportunities to work with Artists in Residence: Hal McIntosh (All school Musical), Borenya Dance and Drum, Karoline Burgett (Clay Artist), Ben and Keeter (Puppet Artists), Henrietta Snype (Sweetgrass Basket Weaving), Tennessee Stewart (Covered Wagon Simulation Day), Pantasia (Steel Drums and Stomp), Ivan Fuentes (Oaxacan carver), Barbara Richardson (Wall Panels) and Wendy Lynn Parlier (Sculptor). Students had opportunities to see performances: Billy Jonas (Bangin' and Sangin'), Hobe Ford and his Goldenrod Puppets, Cainho Steel Drum Concert, Pam O'Connor Puppets and Bonnie Earl's Inside Jazz.

Parents had opportunities for night time family classes that included 1-2-3 Magic and workshops for Mosaics, jewelry making, sweetgrass basket making, bead making, drum work and clay work.

Our school partnered with the SC Aquarium for the opening day of their rain forest exhibit. We presented a sculpture and our dance team performed. The entire school attended opening day.

Our school was highlighted due to the accomplishments of individual students. Two of our students had art works displayed in the Performing Arts Center in North Charleston. One of our students was selected at the county level to attend a writing conference. Two of our students won first place at the Goose Creek Spelling Bee. Eleven third and fourth graders were selected for the Berkeley All County Chorus.

We received additional grant monies through the state department of education. Through a Distinguished Arts School grant we were awarded \$18,000. This money provided teachers with supplies to integrate units as well as special performances and artists. It also funded our evening classes for parents.

Our Parent Teacher group led fundraising throughout the year. Our number one goal was to build our library. We started with 600 books and our goal was to get 3500. Through fundraising and parent contributions of books we are now at 5500 books (17 books per child). Our next goal is to purchase playground equipment. We currently have approximately \$15,000 for that purchase.

We received \$35,000 in Academic Assistance money from the state. This money was used to buy books at all of the grade levels to enhance our reading program. The money also provided us with the computers to complete our first computer lab.

Bonnie Dill, Director

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	46	23
Percent satisfied with learning environment	100.0%	89.1%	86.4%
Percent satisfied with social and physical environment	100.0%	78.3%	86.4%
Percent satisfied with home-school relations	100.0%	89.1%	86.4%

*Only students at the highest elementary school grade level at this school and their parents were included.